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AN INTEGRATED PROGRAM OF MUSIC EDUCATION

Submitted by

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(B.S. School of Education, Boston University, 1940)

In partial fulfillment of requirements for
the degree of Master of Education
1943

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AN INTEGRATED PROGRAM OF MUSIC EDUCATION

(An Integrated Program of Music Education for the Teachers College at Castleton, Vermont and the Neighboring Rural Schools of the County of Rutland in the State of Vermont)

TABLE OF CONTENTS

Chapter		Page
I	INTRODUCTION	1
	Aims of This Study Definitions of This Study Scope and Delimitations Basic Assumptions of This Study Proposed Procedure for This Study Justification of This Study Format of This Study	
II	THE HISTORICAL ASPECTS OF THIS STUDY	8
	In The United States In The State of Vermont In The Normal School at Castleton, Vermont	
III	THE PROCEDURE OF THIS STUDY	16
	Sources of Data	
IV	COMPILATION AND ANALYSIS OF THE DATA	31
V	SUMMARY OF THE FINDINGS	55
VI	CONCLUSIONS AND RECOMMENDATIONS	61
	BIBLIOGRAPHY	70

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LIST OF TABLES

Table		Page
I	Number And Type Of Rural Schools In Rutland County	16
II	Location And Enrolment Of Rural Schools Surveyed	18
III	Personnel And Administration Of Each School	22
IV	Educational Qualifications Of The Teachers	31
V	Teaching Experience And Musical Ability Of The Teachers	35
VI	Equipment Available For Each Rural School	38
VII	Musical Agencies Available For Each Rural School	42
VIII	Age Distribution Of Pupils In This Study	49
IX	Types And Distribution Of Musical Instruments Available In The Homes Of The Pupils In This Study	50
X	Distribution Of Musical Abilities Of Pupils In This Study	50
XI	Distribution Of The Favorite Types Of Instrumental Music Heard On The Radio By The Pupils In This Study	51
XII	Distribution Of The Favorite Types Of Vocal Music Heard On The Radio By The Pupils In This Study	52
XIII	Distribution Of The Pupils Who Have Taken Lessons On Musical Instruments, Or Were Self-Taught	53
XIV	Distribution Of The Favorite Types Of Songs Sung By The Pupils	54
XV	Musical Equipment For A Superior Or Standard Rural School	68

CHAPTER I

THE INTRODUCTION

The Analysis of This Study

The specific aims of this study are:
(1) to survey the current programs of music in certain representative rural schools of the County of Rutland in the State of Vermont; (2) to analyze the current facilities for musical instruction at the State Teachers College of Castleton in the County of Rutland in the State of Vermont; and (3) to formulate certain suggestions and recommendations for musical instruction which will be of mutual advantage to all institutions included in this survey.

Definitions of This Study

In this study, certain words or combinations of words will be used in a restricted meaning as follows:
A program is a brief outline of the order and arrangement of the selections and features of a definite principle of procedure to be followed.
Integration is a process in which separate elements are combined to make a specialized whole or a process in which the complex situation is built up by combining the simpler elements.

Therefore, an integrated program of music means the formulation of a policy or a curriculum which will join together the efforts of the educational organizations of this study in order to build up a better esprit de corps for the mutual benefit of all concerned.

An elementary school is an organization providing proper instruction and experience in any or all grades from the kindergarten through the eighth grade.

A graded school is an elementary school employing not less than two full-time teachers.[1]

A rural school is an elementary school employing not more than two full-time teachers and offering instruction prescribed for the rural schools.[2]

"A teachers college is a state, municipal or incorporated private institution or an independent unit of a recognized college or university having at least one four-year unified curriculum; which has a legal authority to grant a standard baccalaureate degree; which has granted such degrees; and which requires for admission the completion of a standard four-year secondary curriculum, or the equivalent training approved by this Association."[3] The Teachers College at

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1. General Laws of the State of Vermont, Section 1209.

2. Ibid., p. 40.

3. Standards for Accrediting Teachers Colleges and Normal Schools, American Association of Teachers Colleges and Normal Schools, Washington, D.C. Adopted February 29, 1932, pp. 1-4.

Castleton, Vermont is a State Institution meeting these requirements in every detail.

Delimitations of This Study

This study is delimited to the Teachers College at Castleton, Vermont because the investigator, who is Director of the Department of Music at this institution, desires to formulate a musical program which will increase the contribution of that department to the development and appreciation of music in the neighboring rural communities.

This study is further delimited to certain representative rural schools in the County of Rutland because (1) the investigator proposes to utilize the method of personal visitation with check-lists: (2) a large majority of these schools in this County are staffed by graduates from the Teachers College at Castleton and have been members of the investigator's various classes in music at the Teachers College; and (3) of the total of seventy-one elementary schools in the County of Rutland, forty-eight schools located in twenty-four different Towns were visited despite the restrictions on gas and rubber. These forty-eight schools are fairly representative of the rural schools throughout the State of Vermont.

Basic Assumptions of This Study

In this study, the investigator assumes that:

(1) The voters of the State of Vermont, through their duly

authorized officers, are desirous of providing ample facilities for the proper and efficient preparation of elementary teachers; (2) it is reasonably to be expected that the Teachers College at Castleton, now in existence by legislative enactment, will continue to function in its present capacity for a number of years to come; (3) although the economic and political conditions in the State of Vermont may differ from those found in other States, the prospective public elementary teachers of the State of Vermont need the same high type of facilities and experiences as do prospective teachers elsewhere; (4) the State of Vermont can and is willing to provide ample funds for the maintenance of suitable teacher-preparing agencies; (5) a satisfactory organization of the resources, both material and personal, for the purpose of adequate teacher-preparing agencies, need not be limited to the confines of any single unit, either social, political, or economical; (6) according to the principles of a democratic form of government, equal opportunities, whether educational, religious, social, or political, are extended to all; (7) inadequate training facilities tend toward an inferior type of preparation which will not meet the demands of a modern system of education in any state; (8) the Teachers College at Castleton is most anxious to increase its service to the neighboring rural schools; and (9) the neighboring rural schools are willing and eager to cooperate in augmenting their utilization of the facilities and services of the Teachers College at

Castleton.

The Proposed Procedure for This Study

The Investigator proposes to:

(1) Trace the history of the origin and development of the present program of music at the TeachersCollege at Castleton; (2) visit personally each of the representative rural schools chosen for this study in order to secure a written copy of the present musical programs and to witness these programs in actual operation; (3) review the literature including textbooks, pamphlets, bulletins, periodicals, newspapers, and any other written or spoken materials pertaining to the curricula in music to determine the significant procedures of current practice among such agencies; (4) formulate the minimum essentials of an integrated musical program which are endorsed by recognized authorities in the field of music; and (5) submit recommendations and suggestions for the reorganization of present facilities and the establishment of new facilities, if necessary, to meet these minimal standards, efficiently and economically.

Justification of This Study

The need for this study is apparent because:

(1) Mr. Ermo Scott, the present Principal of Teachers College at Castleton, is very desirous of augmenting the relationships of the Teachers College and the rural schools contiguous to the College. This study will entertain that consid-

eration as one of the main objectives; (2) many educators connected with the rural schools in the County of Rutland are in harmonious agreement that there is need for the study and have expressed a willingness to lend their assistance; and (3) the National Survey of Education of Teachers, subsidized by the Federal Government and published in 1932, emphasized the fact that adequate facilities and experiences between Teachers Colleges and contiguous schools are absolutely necessary for the successful operation of any Teachers College.

Format of This Study

In Chapter I will be found the statement of the problem with the attendant definitions as well as the delimitations. In addition to a careful description of the proposed procedure to be utilized in this study, the investigator will formulate the basic assumption upon which this study will be written. There also will be presented the principal values which will justify the existence of this study.

Since music is as old as Creation itself, the investigator will select certain pertinent literature for review in Chapter II by tracing the philosophy and history that has been fundamental in the organization of music programs in the public school systems and especially in those phases of rural education pertinent to this problem.

Chapter III will involve the collection and interpre-

tation of the data resulting from personal visitations to the various schools selected for study. The findings will be determined by check-lists which have been completed on view of the investigator.

The conclusions established upon the data compiled from the investigation will be presented in Chapter IV, and in Chapter V, will be found the summary and interpretations of the findings.

In Chapter VI, will be found the conclusions together with specific recommendations resulting from this study. The remaining section will contain the bibliography.

CHAPTER II

THE HISTORICAL ASPECTS OF THIS STUDY

In the United States

The origin of the present-day programs can be traced to the early singing schools, the primary purpose of which was to give instruction in the rudiments of music, especially those phases of music pertaining to the church. "Until music began to be taught in the public schools the singing school was the only means of musical instruction, in the popular sense of the word, as it was the center of the social as well as of the religious life of the community and old and young were drawn to it for the purpose of singing together and for social intercourse."[I]

From this communal instruction in religious music came the rapid development of public school music. "The public school music in the United States has its roots in the attempts to improve singing in the church service."[2] Before the American Revolution, the music teachers, often called "singing teachers," were itinerant and poorly trained for the

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I. Edward Baily Birdge, The History of Public School Music in the United States, p. 11.

2. Ibid., p. 2.

important task for imparting instruction in the fine art of music. After this historical epoch, due to the influence of Lowell Mason who has been designated as the "Father of Public School Music," these itinerant teachers were afforded better opportunities for receiving instruction as well as more adequate facilities for disseminating instruction. The date of 1760 is significant in music because during that year was published the first instruction books in music which consisted of elements of notation with exercises and a selection of psalm tunes and anthems. With this material it was possible for both old and young to learn to sing from musical notation.

Public school music received an extra impetus in 1832 when Lowell Mason, assisted by public-spirited citizens of Boston, founded the Academy of Music in Boston. Two years later, Mason issued a "Manual of Instruction" which was to be the handbook for every singing-school teacher for many years.[3] After 1836, the year of first musical convention at the Boston Academy, annual conventions were held at the Academy utilizing discussions and lectures when teachers came for a session of four days to receive instruction in the methods of teaching as well as to avail themselves of the opportunity of attending classes in harmony and voice culture. Thus was established the first National School of Harmony, Voice Culture Conducting and Pedagogy.

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3. Ibid., p. 27.

Under the energetic leadership of Lowell Mason who was ably assisted by George F. Root, "Normal Institutes" for musical instruction were formed. These organizations were pedagogical enterprises which were held during the summer periods so that the public school teachers would be able to receive instruction in theory, methods, voice and piano. From the instructional aspects, developed the pedagogical institutes while from the singing aspects came the choral organizations.

The spirit of the early singing-school and of the musical convention has been indelibly traced upon the present-day musical curricula on the exact replicas found in the summer music school, the musical conservatory, the music teacher's associations, and the many choral societies. However, the movement for the inclusion of music as an integral part of the school curriculum was advocated by William C. Woodbridge in 1830 who had seen the efficacy of such a program in the European schools where music held the important position as being necessary for all students.

As a result of the rapid recognition granted to these musical interests, the Boston School Committee in 1837 passed the following resolution: "Resolved that in the opinion of the School Committee it is expedient that the experiment be tried of introducing instruction in vocal music by public authority into the public schools of the City."[4] With Lowell Mason directing the experiment in the Howes School in South

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4. Ibid., p. 49.

Boston, results of such a satisfactory nature were obtained that the Boston School Board on August 28, 1838, voted to employ a teacher of vocal music in several schools of the City, thus giving birth to the "Magna Charta of Musical Education in This Country." Now that such an auspicious start had been made in the public schools of Boston, many other schools throughout the country proceeded to include music as a regular element in the curriculum but it was not until about 1885 that the subject of music was placed squarely in the hands of the grade teacher. Previous to this time, music had been taught by the special teacher who now has evolved into the music supervisor who directs the instructional programs of many graded teachers.

With the advent of the music supervisor, came the development of the summer school at Lexington, Massachusetts, in 1884 for the exclusive training of music supervisors. This special summer session soon was duplicated in various parts of the country but there "were only two all year-round schools which offered training in music, - the Thomas Normal Training School of Detroit, Michigan, and the Crosbie Adams School of Chicago."[5] In 1884, Julia Ettie Crane organized the Crane Normal Music Institute at Pottsdam, New York, which was the first music school on the Normal level to be opened in the United States.[6]

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5. Ibid., p. 98.
6. Ibid., p. 135.

The foundations of vocal music as an integral part of the curriculum were definitely established during the last quarter of the nineteenth century but actual instruction in the reading of music was not included as such until the turn of the present century. As progress in the development of "discipline by consent" was accompanied by an intensive interest in the creative aspect of the educative process, "The school to-day is concerning itself more definitely with what children do through their own initiative,"[7] while "The creative approach in education has opened a new way of bringing children and music together."[8]

The change from a program advocating stultified formalism to a utilization of creative imagination justifies the cognizance of the doctrine of individual differences so fundamental to the modern concept of scientific education which ascribes unto the child an identity,- distinct and peculiarly his own,- in contrast to the pattern of mediocrity upon which formalism was based. This creative medium in the expression of ideas produces originality of living, thereby substantiating the current belief that education should be dynamic with its basis upon "living in the present," and not in the past nor in the distant and unpredictable future.

This creative concept of education was an outgrowth of

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7. Thomas Annett, Music in the Rural Schools. p. 70.

8. California State Department of Education. Music Education in the Public Schools. p. 89.

Experimentalism which originated in the Laboratory of Wundt at Leipzig, was nurtured with the tender care and sympathetic understanding of McDougall and his followers who sponsored the "organismic approach," and was finally brought into complete fruition by the tireless efforts of John Dewey and others who believed in "learning by doing" rather than "learning by compulsion."

The revitalized field of music was most adaptable for the development of creative activity because the wide range and elasticity of content amply provide not only for the capacities and abilities but also for the interests and attitudes of the learner. Thus the opportunity is afforded each child to perceive, to learn, and to appreciate "the true, the good, and the beautiful" elements not only in music but in everyday living in a Universe the principle characteristics of which is change. "The present aim of instruction in the public schools seems to be to develop appreciation of the beauty that is in music."[9]

In music as in no other subject, with the possible exception of Art, are the manifold opportunities for provision for "worthy use of leisure time" activities, both in the actual rendition of musical compositions and in a sincere appreciation of these same compositions of noted masters. "Creative musical activity is an agency for developing appreciation in the broad

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9. Edward B. Birdge, The History of Public School Music in the United States, p. 160.

and legitimate sense of that term."[10]

In the State of Vermont

Although the investigator realizes that a brief discussion of the origin and development of the musical curricula in the State of Vermont would be most appropriate and fitting for the final solution of this study, it is with regret that such information does not seem to be available from any sources, either within or without the State in question. It is evident that Vermont was quick to realize the advantages of the inclusion of music in the school curricula as evidenced by the proficient choral unions and community singing contests of the county fairs but the investigator is unable to designate any particular individual as the responsible person for these factors. Thus the development of music in the State of Vermont has been concomitant rather than specific.

In the Normal School at Castleton, Vermont

The present Normal School had its origin in 1787 under the title of the Rutland County Grammer School, passed through a number of changes, both in title and content, until in 1910 the property at Castleton was purchased by the State for the establishment of a Normal School to be directly under the control of the Board of Education of the State. In 1924, a disastrous fire destroyed the buildings as well as most of the

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10. Will Earhart, Creative Activities. Thirty-fifth Yearbook of the National Society for the Study of Education, p. 136.

previous records of the school so any information pertaining to the development of music must date from 1925. At the beginning, the courses were mostly of a professional nature but the trend has been toward the inclusion of both the content and professional courses until at the present time, the balance between these two divisions is about equal.

CHAPTER III

THE PROCEDURE OF THIS STUDY

Sources of Data

In this study, the following schools were selected as meeting the delimitations established in Chapter I:

TABLE I

NUMBER AND TYPE OF RURAL SCHOOLS IN RUTLAND COUNTY

Number Assigned to Each Town	Total Number of Rural Schools in Each Town		Total Number of Rural Schools Surveyed in Each Town	
	One-Room	Two-Room	One-Room	Two-Room
I	2		2	
II	3		3	
III	6		4	
IV	4		3	
V	4		2	
VI	4	1	3	1
VII	2		2	
VIII	1		1	
IX	2		2	
X	7		2	

TABLE I (Continued)

NUMBER AND TYPE OF RURAL SCHOOLS IN RUTLAND COUNTY

Number Assigned to Each Town	Total Number of Rural Schools in Each Town		Total Number of Rural Schools Surveyed in Each Town	
	One-Room	Two-Room	One-Room	Two-Room
XI	5		3	
XII	3	2	1	2
XIII	3		1	
XIV	2		2	
XV	2	1	1	1
XVI	4		3	
XVII	4		2	
XVIII	7		6	
XIX	2		1	
Totals	67	4	44	4

In this study, Table I shows that there are seventy-one schools scattered through the nineteen towns in the County, sixty-seven of which are one-room schools while only four are two-room schools. For this survey, the investigator visited forty-four one-room schools and four two-room schools. The forty-four one-room schools are representative not only of the one-room rural schools in the County of Rutland but fairly representative of the total rural schools in the entire State

of Vermont, because each of these schools is rated by the State Board of Education.

Since these schools are located in various sections of the County of Rutland and are connected with the Normal School by different types of road construction, the investigator presents the following table which will show the number of miles that separates each school from the Normal School, the type of road connecting, either cement, dirt, or blacktop, and the total number of pupils enrolled in each school so that the problem of transportation can be settled accurately, should these students desire to come to the Normal School for special musical opportunities.

TABLE II

LOCATION AND ENROLMENT OF RURAL SCHOOLS SURVEYED

Number Assigned to School	Number of Miles from Normal School	Type of Road Connecting Rural School to Normal School			Total Enrolment	
		Cement	Dirt	Blacktop	Boys	Girls
1	26	2		24	7	8
2	29	1	5	23	6	3
3	22	12	6	4	11	12
4	25	17	4	4	8	3
5	17	4	13		5	8
6	23	15		8	20	9
7	17	4	13		5	1

TABLE II (Continued)

LOCATION AND ENROLMENT OF RURAL SCHOOLS SURVEYED

Number Assigned to School	Number of Miles from Normal School	Type of Road Connecting Rural School to Normal School			Total Enrolment	
		Cement	Dirt	Blacktop	Boys	Girls
8	13	8	5		6	4
9	16	12	4		5	4
10	16	13	3		5	6
11	16	12	4		8	6
12	7	4		3	7	5
13	17	2		15	4	5
14	15	2		13	9	11
15	17	2	2	13	12	5
16	8	2		6	10	7
17	11	2	3	6	5	5
18	12	2	3	7	4	6
19	15	15			17	16
20	24	15	2	7	13	10
21	8	5	3		6	6
22	14	14			8	8
23	8	2		6	8	5
24	7	2	5		4	2
25	22	15		7	12	15
26	7			7	12	9
27	11			11	10	12

TABLE II (Continued)

LOCATION AND ENROLMENT OF RURAL SCHOOLS SURVEYED

Number Assigned to School	Number of Miles from Normal School	Type of Road Connecting Rural School to Normal School			Total Enrolment	
		Cement	Dirt	Blacktop	Boys	Girls
28	11			11	12	12
29	15	15			15	13
30	4	4			3	4
31	18	3	15		7	6
32	21	8	13		11	12
33	23	8	15		7	4
34	17	2		15	15	25
35	19	2	2	15	6	7
36	19	2	2	15	7	2
37	15	13	2		3	3
38	17	13	4		8	8
39	29	13	16		7	9
40	23	23			6	5
41	28	28			7	5
42	25	17		8	6	5
43	31	17		14	12	9
44	30	17	3	10	6	6
45	33	17	2	14	9	4
46	28	17	1	10	10	9
47	31	17	3	11	8	6

TABLE II (Continued)

LOCATION AND ENROLMENT OF RURAL SCHOOLS SURVEYED

Number Assigned to School	Number of Miles from Normal School	Type of Road Connecting Rural School to Normal School			Total Enrolment	
		Cement	Dirt	Blacktop	Boys	Girls
48	19	19			12	12

The average distance in miles from the rural school to the Normal School is 18.3125 or approximately 18; the rural school that is farthest from the Normal School is 33 miles distant while the nearest school is 4 miles distant. The average number of miles of cement road available for all the rural schools is 7.0625 or approximately 7 miles; the average number of miles of dirt road available for all the rural schools is 3.1825 or approximately 3 miles while for the blacktop variety, the average available mileage is 5.5625 or approximately 5 miles. The greatest number of miles that any one school is distant from the Normal School by cement road is 23, by dirt road is 16, and by blacktop is 24.

The total enrolment in the forty-eight rural schools in this study is seven hundred sixty-one, of which four hundred four students are males while three hundred fifty-seven students are females. The largest school numbers forty students, of which fifteen are boys and twenty-five are girls.

There are three schools in this study which have an enrolment of six students each with a total enrolment in these three schools of twelve boys and six girls. It is reported that these schools will be consolidated next year by transporting the students to neighboring schools where the additional students will be welcome.

The investigator is certain that each of these schools with the exception of schools 9,17,18,31,32,33,37,38,39,44,45, and 47 can be reached easily by automobile during all seasons of the year. The schools numbered above are not accessible by auto during a short spell of about three weeks during the Spring but can be reached by horse and wagon travel.

TABLE III

PERSONNEL AND ADMINISTRATION OF EACH SCHOOL

Number Assigned to School	Vermont Rating	Number of Rooms	Number of Grades	Number of Teachers	
				Men	Women
1	Standard	1	8		1
2	Not rated	1	8		1
3	Standard	1	8		1
4	Standard	1	6		1
5	Superior	1	6		1

TABLE III (Continued)

PERSONNEL AND ADMINISTRATION OF EACH SCHOOL

Number Assigned to School	Vermont Rating	Number of Rooms	Number of Grades	Number of Teachers	
				Men	Women
6	Superior	1	7		1
7	Not rated	1	8		1
8	Standard	1	4		1
9	Standard	1	7		1
10	Not rated	1	8		1
11	Standard	1	5		1
12	Standard	1	7		1
13	Standard	1	8		1
14	Standard	1	8		1
15	Standard	1	8		1
16	Not rated	1	8		1
17	Not rated	1	8		1
18	Not rated	1	8		1
19	Superior	2	8	1	1
20	Superior	1	8		1
21	Superior	1	6		1
22	Superior	1	8		1
23	Not rated	1	8		1

TABLE III (Continued)

PERSONNEL AND ADMINISTRATION OF EACH SCHOOL

Number Assigned to School	Vermont Rating	Number of Rooms	Number of Grades	Number of Teachers	
				Men	Women
24	Standard	1	8		1
25	Superior	1	7		1
26	Superior	1	7		1
27	Standard	2	8		2
28	Superior	2	8		2
29	Not rated	1	8		1
30	Standard	1	8		1
31	Not rated	1	6		1
32	Superior	1	8		1
33	Not rated	1	8		1
34	Not rated	2	8		2
35	Not rated	1	8		1
36	Not rated	1	7		1
37	Not rated	1	4		1
38	Not rated	1	8		1
39	Standard	1	6		1
40	Standard	1	6		1
41	Superior	1	8		1

TABLE III (Continued)

PERSONNEL AND ADMINISTRATION OF EACH SCHOOL

Number Assigned to School	Vermont Rating	Number of Rooms	Number of Grades	Number of Teachers	
				Men	Women
42	Not rated	1	8		1
43	Not rated	1	8		1
44	Standard	1	8		1
45	Not rated	1	8		1
46	Superior	1	8		1
47	Not rated	1	8		1
48	Standard	1	8		1

According to the regulations of the Department of Education of the State of Vermont, all rural schools are classified into three categories as follows: (1) Superior - those schools which possess superior equipment, buildings, and personnel; (2) Standard - those schools which possess good or average equipment, buildings, and personnel; and (3) Not rated - those schools whose equipment, buildings, and personnel are still in the process of improvement so that at the time of this survey, these schools did not meet the requirements of the two highest categories. In some instances, this deficiency has been remedied so that the school now

bears a rating sign.

Under the column headed "Number of Grades," it is noted that in some instances there are only four grades while in other schools, there are five, six, seven, or eight grades. This situation indicates that for the specific year in which this survey was made, there were only the specific number of grades now being taught but does not indicate that more grades would not be taught, should the enrolment demand. In other words, the number of grades taught in any specific school depends upon the demand of the pupils enroled.

Collection of Data

In this study, the investigator has utilized the method of personal visitation with separate check-lists for each individual involved in order to increase the reliability and validity of the data.

Check-List for Each School

Part I

DIRECTIONS:

The following information is desired for the completion of an analysis of the musical programs of the schools in Rutland County in order that the Castleton Normal School may cooperate more thoroughly with the school authorities in supplying a richer musical curriculum for all rural schools in the County.

Therefore, will you please fill in the blank spaces to

the best of your ability? All information will be treated in a confidential manner because any personal information will be anonymously presented.

This study has the permission and guidance of Honorable Ralph L. Noble, Commissioner of Education for the State of Vermont, and the local Superintendents of Schools.

****

Name of School_____Date_____

Location of School_____

Vermont Rating of This School_____

Number of Rooms in This School_____

Number of Grades Taught in This School_____

Number of Full-Time Teachers Employed___Men_____Women_____

Total Enrolment Boys_____Girls_____

PART II

DIRECTIONS:

Please answer the following questions by encircling the answer which best fits your conditions:

1.	Is electricity available in this school?	Yes	No
2.	Is a radio available in this school?	Yes	No
	a. Supplied by school authorities?	Yes	No
	b. Supplied by the pupils?	Yes	No
	c. Supplied (loaned) by the teacher?	Yes	No
3.	Is a phonograph available in this school?	Yes	No
	a. Is phonograph broken?	Yes	No
	b. Supplied by school authorities?	Yes	No
	c. Supplied (loaned) by the pupils?	Yes	No
	d. Supplied (loaned) by the teacher?	Yes	No

4. How many records are available for this phonograph?_____
   a. Number supplied by school authorities?_____
   b. Number supplied (loaned) by the pupils?_____
   c. Number supplied (loaned) by the teacher?_____

5. Number of available records suitable for teaching music?___

6. List of musical instruments available for this school:
   a. Supplied by the school authorities_____
   b. Supplied by the pupils_____
   c. Supplied by the teacher_____

7. Describe any entertainments of a musical nature that are presented at your school.

8. Does your community have any musical organization such as a Band, a quartet, or an orchestra?

9. Are the above-designated organizations supported financially by the community or by an individual enterprise?

10. Enumerate any facilities of the Federal music project that have been used at this school during the past year.

11. What musical books have been available for this school last year?

12. Is the music instruction under a supervisor or do you, the teacher, plan and provide all instruction?

13. Does the teacher have access to any material on rural school music, either in the school or in the public library?

14. Does the school have a rhythm band? Yes No

15. How much time is devoted to music instruction?

****

CHECK-LIST FOR EACH TEACHER

Name_____ Date_____
(First) (Middle) (Last)

Home Residence_____
(Town) (State)

School in which you are now teaching_____

List the schools from which you have secured your preparation

Name of School	Location	Grade Taught	Years Taught
High School			
Normal School			
College			

List any special instruction in music that you have had, either vocal or instrumental

List the schools in which you have previously taught

Name of School	Location of School	Grade Taught	Years Taught

Do you sing?_____Yes_____No

What is the range of your voice?_____

Do you play any musical instruments?_____

List any musical organizations of which you have been a member, either now or in the past.

Have you taken part in any public musical program during this past year? If so, what?

CHECK-LIST FOR THE INDIVIDUAL STUDENTS

Name_____Date_____
(First) (Middle) (Last)

School now attending_____Age_____

DIRECTIONS:
Please answer the following questions either by encircling "Yes" or "No" or by writing the answers beneath the questions.

1. Do you have a radio in your home?_____Yes_____No
   a. List in order your favorite musical program on the radio:

2. Do you have a piano in your home_____Yes_____No
   a. Do you play this piano_____Yes_____No
   b. List your favorite selections:

3. Do you have an organ in your home_____Yes_____No
   a. Do you play this organ_____Yes_____No
   b. List your favorite selections:

4. Do you have a Victrola in your home_____Yes_____No

5. List any other musical instruments that you are able to play:

6. List your favorite selections on these instruments:

7. List the instruments on which you have taken lessons with the number of years spent on these lessons for each instrument:

8. Do you sing?_____Yes_____No

9. Have you taken lessons in voice training?_Yes_____No

10. How many years have you studied voice?_____

11. List your favorite vocal selections:

Treatment of Data

The investigator will present in subsequent chapters tables of the data compiled from the check-lists. Since the primary purpose of this study is constructive, all information will be presented anonymously so no bit of evidence can be traced to the origin, thereby eliminating any destructive criticism that might be leveled against any specific unit. The schools will be designated by Roman numerals; the teachers will be assigned capital letters; and the individual students will be noted by Arabic numerals.

CHAPTER IV

COMPILATION AND ANALYSIS OF THE DATA

Since the teacher is considered the most important factor in the success of any program, whether musical or academic, the investigator will present in the following table the pertinent facts concerning the education, training, and ability of each teacher of the rural schools in this study. For obvious reasons, all information must be anonymously presented by assigning a letter or a group of letters to each teacher. These letters are in no way connected to the names of the teachers but rather represent an alphabetical distribution or mnemonic.

TABLE IV

EDUCATIONAL QUALIFICATIONS OF THE TEACHERS

Letter Assigned to Teacher	Home Residence		Education			
	State	Foreign	High School	Normal School	College	
					Regular Session	Summer Session
A	X		X	X^2		
B	X		X		X	
C	X		X	X^2		

TABLE IV (Continued)

Letter Assigned to Teacher	Home Residence		Education			
	State	Foreign	High School	Normal School	College	
					Regular Session	Summer Session
D	X		X	X^2		
E	X		X		X	
F	X		X	X^2		
G	X		X	X^3		
H	X		X			X
I	X		X	X^3		
J	X		X	X^3		
K	X		X	X^3		
L	X		X	X^2		
M		X	X		X	
N	X		X	X^2		
O	X		X	X^2		
P	X		X	X^2		
Q	X		X	X^2		
R	X		X	X^3		
S	X		X		X	
T	X		X	X^3		
U	X			X^3		
V	X		X	X^3		

TABLE IV (Continued)

Letter Assigned to Teacher	Home Residence		Education			
	State	Foreign	High School	Normal School	College	
					Regular Session	Summer Session
W	X		X	X^3		
X	X		X	X^3		
Y	X		X		X	
Z	X		X	X^2		
AA	X		X	X^3		
AB	X		X	X^2		
AC	X		X	X^2		
AD	X		X	X^3		
AE	X		X	X^2		
AF	X		X	X^3		
AG	X		X	X^2		
AH	X		X	X^2		
AI	X		X		X	
AJ	X		X	X^2		
AK	X		X	X^3		
AL	X		X	X^2		
AM	X		X	X^2		
AN	X		X	X^3		
AO	X		X	X^2		

TABLE IV (Continued)

Letter Assigned to Teacher	Home Residence		Education			
	State	Foreign	High School	Normal School	College	
					Regular Session	Summer Session
AP	X		X	X^2		
AQ	X		X	X^2		
AR	X		X	X^3		
AS	X		X	X^3		
AT	X		X	X^2		
AU	X		X	X^2		
AV	X		X	X^2		
AW	X		X	X^3		
AX	X		X	X^2		
AY	X		X	X^2		

This Table is read as follows: The letter "A" represents an individual teacher of one of the rural schools in this study who is a permanent resident of the State of Vermont as indicated by "X" under "State" division of "Home Residence;" who has graduated from a standard four-year secondary school as indicated by "X" under "High School" division of "Education"; and who has graduated from a two-year Normal course as indicated by the "X^2" under the "Normal School" division of "Education." A graduate of the Normal School on the three-

year level is indicated by "X^3".

TABLE V

TEACHING EXPERIENCE AND MUSICAL ABILITY OF THE TEACHERS

Letter Assigned to Teacher	Number of Years of Teaching Experience	Musical Range of Voice	Instrumental Ability	Number of Minutes Devoted to Music Each Week
A	13	Soprano	None	15
B	9	None[a]	None	30
C	20	Soprano	Piano	40
D	1	None[a]	None	120
E	1	None[a]	Banjo Piano	60
F	4	Soprano	None[a]	60
G	1	None[a]	Piano	15
H	6	Alto	Piano	100
I	3	Soprano	None[a]	15
J	1	Soprano	Piano	30
K	2	Soprano	Piano	90
L	9	Soprano	None	90
M	4	Alto	Piano	90
N	1	Alto	Piano	45
O	4	Soprano	Piano	120
P	14	Alto	None	10
Q	16	Soprano	None	50

TABLE V (Continued)

TEACHING EXPERIENCE AND MUSICAL ABILITY OF THE TEACHERS

Letter Assigned to Teacher	Number of Years of Teaching Experience	Musical Range of Voice	Instrumental Ability	Number of Minutes Devoted to Music Each Week
R	2	None[a]	None	20
S	1	Baritone	Drums	120
T	4	Alto	Piano	120
U	31	Soprano	Piano	30
V	6	Soprano	Piano	150
W	3	Soprano	Cornet	150
X	7	Soprano	None	75
Y	1	None[a]	None	80
Z	30	Soprano	Piano	60
AA	10	Alto	Piano Violin	75
AB	13	Soprano	None	30
AC	12	Alto	Piano	30
AD	4	Soprano	Piano	30
AE	16	Soprano	Guitar	30
AF	7	Soprano	None	60
AG	3	Soprano	None	30
AH	5	Alto	None	60
AI	4	None[a]	None	50
AJ	14	Alto	Piano	90

TABLE V (Continued)

TEACHING EXPERIENCE AND MUSICAL ABILITY OF THE TEACHERS

Letter Assigned to Teacher	Number of Years of Teaching Experience	Musical Range of Voice	Instrumental Ability	Number of Minutes Devoted to Music Each Week
AK	29	Alto	Piano	60
AL	7	None[a]	Banjo	30
AM	10	Alto	Piano	
AN	1	Soprano	Piano	75
AO	1	Soprano	Organ Piano	90
AP	4	Soprano	Piano	90
AQ	3	Alto	Piano	105
AR	2	Soprano	Piano	90
AS	3	Soprano	Piano	40
AT	16	None	None	75
AU	9	Soprano	Violin	90
AV	1	Soprano	Piano	40
AW	1	Soprano	None	30
AX	8	Soprano	Piano	30
AY	10	Soprano	Piano	60

This Table is read as follows: in the first horizontal column the letter "A" indicates that this individual has thirteen years of experience in teaching a rural school as

indicated by the numbers "13" under the column headed "Number of Years of Teaching Experience;" that her range of voice is "Soprano" as indicated by the word, "Soprano" under the column headed "Musical Range of Voice:" that she does not play any musical instrument as indicated by the word "None" under the column headed "Instrumental Ability;" and that she devotes fifteen (15) minutes to music in her school each week. The word "None[a]" under the column headed "Musical Range of Voice" indicates that this teacher does not have true pitch.

In formulating a program of study for any school system, certain limitations are produced because of the equipment available in the school. With this idea in mind, the investigator presents in the following Table a complete inventory of certain material that would be influential in the formulation of a musical program.

TABLE VI

EQUIPMENT AVAILABLE FOR EACH RURAL SCHOOL

Number Assigned to School	Electricity Available	Musical Equipment Available									
		Radio			Phonograph			Records			Musical Instruments
		a	b	c	a	b	c	a	b	c	
1	Yes				x				5	5	Piano[a] Rhythm Band[a]
2	No						x			12	Organ[a]
3	Yes	x			x			15			Piano[a] Rhythm Band[a]

TABLE VI (Continued)

EQUIPMENT AVAILABLE FOR EACH RURAL SCHOOL

Number Assigned to School	Electricity Available	Musical Equipment Available									
		Radio			Phonograph			Records			Musical Instruments
		a	b	c	a	b	c	a	b	c	
4	Yes				x[1]						
5	Yes				x			30		10	Piano[a] Rhythm Band[a]
6	Yes				x			25		5	Piano[a] Rhythm Band[b]
7	No										Organ[a]
8	Yes			x	x			8		18	Harmonicas[b]
9	No				x			15			Violin[b]
10	Yes			x			x			12	Rhythm Band[bc]
11	Yes			x	x					40	Organ[a] Rhythm Band[a]
12	Yes			x							Organ[a]
13	Yes			x	x[1]			15			Organ[a1]
14	Yes			x	x			10			Organ[a] Rhythm Band[a]
15	Yes			x							
16	No				x						
17	No						x				
18	No				x[1]			15			
19	Yes	x			x			5		8	Piano
20	Yes	x[2]			x					6	Rhythm Band[a]
21	Yes										Piano[a]
22	Yes	x			x			6		6	Piano[a]

TABLE VI (Continued)

EQUIPMENT AVAILABLE FOR EACH RURAL SCHOOL

Number Assigned to School	Electricity Available	Musical Equipment Available												
		Radio			Phonograph			Records			Musical Instruments
		a	b	c	a	b	c	a	b	c	
23	Yes				x						
24	Yes				x			15			
25	Yes		x					20			Piano[a] Rhythm Band[a]
26	Yes		x								Piano[a] Organ[a]
27	Yes		x		x[1]					8	Piano[a]
28	Yes					x				20	Piano[a]
29	Yes				x[1]			8			Organ[a]
30	No					x					Organ[a]
31	No				x				1		
32	Yes		x		x			4			Organ[a]
33	Yes				x			5			Organ[a]
34	Yes	x			x			8			Piano[a] Harmonicas[b]
35	No										
36	Yes		x			x			3	6	Organ[a]
37	No				x[1]						Organ[a1]
38	No						x			10	Organ[a1]
39	Yes			x			x			10	Piano[a]
40	Yes			x	x			20			Organ[a]
41	Yes	x[2]		x							Organ[a]

TABLE VI (Continued)

EQUIPMENT AVAILABLE FOR EACH RURAL SCHOOL

Number Assigned to School	Electricity Available	Musical Equipment Available												
		Radio			Phonograph			Records			Musical Instruments
		a	b	c	a	b	c	a	b	c	
42	Yes	x[3]									Piano[a] Guitar[b]
43	Yes	x		x					20		Organ[a]
44	No			x							
45	No			x							Organ[a]
46	Yes	x		x[1]							Rhythm Band[a]
47	Yes			x			x		8		
48	Yes			x	x				20		Piano[a]

In this Table VI, the small letters are interpreted as follows: "a" indicates that the musical instrument was purchased by the local School Board; "b" indicates that the musical instrument was furnished by the individual pupils; and "c" signifies that the teacher of the particular school supplied the instrument. The Arabic numerals are interpreted as follows: "1" indicates that the instrument is broken but could be repaired; "2" indicates that the instrument was supplied by the Parent Teacher's Association; and "3" signifies that the instrument was supplied by the Mother's Club.

In addition to the education, training, and ability of the individual teacher and the equipment that is available for each school, there are certain other agencies of a musical character that can have a very pronounced influence upon the formulation of any musical program for the schools, whether rural or otherwise. The following Table presents a list of the various agencies of a musical nature that are utilized or are within the range of use of the different schools in this study.

TABLE VII

MUSICAL AGENCIES AVAILABLE FOR EACH RURAL SCHOOL

Number Assigned to School	Types of Musical Entertainments in School During the Past Year	Musical Organizations in the Local Community	Music Books available*	Supervision of Music	Use of Federal Music Project
1	Special Days	Town Band H.S.Orchestra H.S.Glee Club	T.Lib. None for Pupils	None	None
2	Music only during morning exercises	None	T.Lib. None for pupils	None	None
3	Special Days	H.S.Orchestra	T.Lib. Several for students & teacher	Yes	Yes
4	Only for morning exercises	None	2 for teacher only	None	None
5	Special Days	None	City Lib. 1 of 101 Songs	None	Yes

TABLE VII (Continued)

MUSICAL AGENCIES AVAILABLE FOR EACH RURAL SCHOOL

Number Assigned to School	Types of Musical Entertainments in School During the Past Year	Musical Organizations in the Local Community	Music Books available*	Supervision of Music	Use of Federal Music Project
6	Special days	None	1 of 101 Songs	None	None
7	None	None	T.Lib. 3 for teacher	None	None
8	Christmas programs	None	4 for teacher	None	None
9	Special days Violin entertainment by pupil	None	2 for teacher T.Lib.	None	None
10	Special Days	None	1 set books	None	None
11	Special days	None	T.Lib. 1 set books	None	None
12	Morning exercises	None	1 set books 2 for teacher	None	None
13	Special days	None	Set of books 3 for teacher T. Lib.	None	None
14	Special days Folk dancing	None	T.Lib. 3 for teacher	None	None

TABLE VII (Continued)

MUSICAL AGENCIES AVAILABLE FOR EACH RURAL SCHOOL

Number Assigned to School	Types of Musical Entertainments in School During the Past Year	Musical Organizations in the Local Community	Music Books available*	Supervision of Music	Use of Federal Music Project
15	Solos and duets Folk dancing Class singing	None	2 for teacher T.Lib.	None	None
16	Group singing	None	1 for teacher	None	None
17	Morning exercises	None	1 for teacher	None	None
18	Morning exercises	None	2 for teacher	None	None
19	Program for P.T.A. and holidays Minstrel show Solo singing	None	Set of books, 2 Supplementary books CityLib.	Yes	Yes
20	Music festival	none	Set books	Yes	Yes
21	Class singing Special days	None	Set books, 2 supplementary books City Lib.	None	None
22	Programs for special days	None	Set books 2 supplementary books City Lib.	Yes	Yes

TABLE VII (Continued)

MUSICAL AGENCIES AVAILABLE FOR EACH RURAL SCHOOL

Number Assigned to School	Types of Musical Entertainments in School During the Past Year	Musical Organizations in the Local Community	Music Books available*	Supervision of Music	Use of Federal Music Project
23	Morning exercises	None	4 or 5 books for teacher	Yes	Yes
24	Programs for special days	None	1 for teacher	Yes	None
25	Programs for special days	None	Set of books, 1 supplementary for teacher	Yes	Yes
26	Programs for P.T.A. and holidays	None	2 books for teacher	None	None
27	Programs for special days	Graded school band	1 book for teacher T.Lib.	None	None
28	Programs for special days	Graded school band	Set of books 1 or 2 books for teacher T.Lib.	None	Yes
29	Programs for special days	None	1 book for teacher T.Lib.	None	None

TABLE VII (Continued)

MUSICAL AGENCIES AVAILABLE FOR EACH RURAL SCHOOL

Number Assigned to School	Types of Musical Entertainments in School During the Past Year	Musical Organizations in the Local Community	Music Books available*	Supervision of Music	Use of Federal Music Project
30	Programs for special days Operetta with two other rural schools	None	3 books for teacher	None	None
31	Morning exercises	None	2 books for teacher	None	None
32	Morning exercises	None	3 books for teacher T.Lib.	None	None
33	Programs for special days	None		None	None
34	Programs for special days Christmas Cantata	None	3 books for teacher T.Lib.	None	Yes
35	Programs for special days	None	2 books for teacher T.Lib.	None	None
36	Programs for special days	None	3 books for teacher T.Lib.	None	None
37	P.T.A. programs Song festival	None	3 books for teacher City Lib.	None	None

TABLE VII (Continued)

MUSICAL AGENCIES AVAILABLE FOR EACH RURAL SCHOOL

Number Assigned to School	Types of Musical Entertainments in School During the Past Year	Musical Organizations in the Local Community	Music Books available*	Supervision of Music	Use of Federal Music Project
38	Programs for special days Song festival	None	2 books for teacher City Lib.	None	Yes
39	Morning exercises	None	Set books 1 supplementary book for teacher City Lib.	None	Yes
40	Programs for Special days	None	Set books & 1 supplementary book for teacher T. Lib.	None	None
41	Programs for special days P.T.A. programs	None	2 books for teacher T. Lib.	None	None
42	Morning exercises	None	4 books for teacher City Lib.	None	None
43	Morning exercises	None	2 books for teacher T.Lib.	None	Yes
44	Programs for special days	None	3 books for teacher City Lib.	None	Yes

TABLE VII (Continued)

MUSICAL AGENCIES AVAILABLE FOR EACH RURAL SCHOOL

Number Assigned to School	Types of Musical Entertainments in School During the Past Year	Musical Organizations in the Local Community	Music Books available*	Supervision of Music	Use of Federal Music Project
45	Morning exercises	None	3 books for teacher T.Lib.	None	None
46	Programs for special days	None	2 books for teacher T. Lib.	None	Yes
47	Morning exercises	None	3 books for teacher T. Lib.	None	None
48	Programs for special days Programs for P.T.A.	None	Set of books & 3 supplementary books for teacher City Lib.	None	None

* In the column headed "Music Books Available," a set of books indicates that there are a sufficient number of music books available to allow each student or each two students to have one book for the individual use of each student or for each two students. Supplementary books are those available for teacher only.

TABLE VIII

AGE DISTRIBUTION OF PUPILS IN THIS STUDY

Years of age	Number
5	4
6	60
7	74
8	87
9	80
10	101
11	105
12	88
13	67
14	59
15	29
16	5
17	2
Total	761

In this Table, five years of age means that the individual student in this category has attained at least a chronological age of five years but has not attained six years of age. Six years of age indicates that the student is now six years of age but has not as yet attained seven years of age.

TABLE IX

TYPES AND DISTRIBUTION OF MUSICAL INSTRUMENTS AVAILABLE IN THE HOMES OF THE PUPILS IN THIS STUDY

Types of Instruments Available	Total Number of Instruments
Organ	120
Piano	240
Radio	702
Victrola	307(1)
Other Instruments	50

TABLE X

DISTRIBUTION OF MUSICAL ABILITIES OF PUPILS IN THIS STUDY

Musical ability	Number of "No" Answers	Number of "Yes" Answers
To play the organ	82	38
To play the piano	156	84
To play any other instrument	711	50
To sing	24	737

(1) 67 broken

TABLE XI

DISTRIBUTION OF THE FAVORITE TYPES OF INSTRUMENTAL MUSIC HEARD ON THE RADIO BY THE PUPILS IN THIS STUDY (1) (2)

Types of Instrumental Music	Number of Choices
Accordion	4
Band	188
Banjo	1
Dance	12
Guitar	30
Hawaiin Music	3
Harmonica	4
Jazz	2
Orchestra	48
Piano	5
Violin	30
Small Instrumental Combinations	6

(1) 94 didn't answer.

(2) 340 didn't list a choice for instrumental music of any kind.

Boston University
School of Education
Library

TABLE XII

DISTRIBUTION OF THE FAVORITE TYPES OF VOCAL MUSIC HEARD ON THE RADIO BY THE PUPILS IN THIS STUDY (1) (2)

Types of Vocal Music	Number of Choices
Children's Songs	135
Vocal Music	21
Cowboy Songs	408
Folk Songs	8
Hillbilly Songs	36
Patriotic Songs	13
Popular Songs	9

(1) 94 not listed

(2) 47 didn't list a choice for any type of vocal music.

TABLE XIII

DISTRIBUTION OF THE PUPILS WHO HAVE TAKEN LESSONS ON MUSICAL INSTRUMENTS, OR WERE SELF-TAUGHT

Types of Instruments	Taken Lessons	Self-Taught
Accordion	1	3
Banjo	1	
Drum	2	
Guitar	12	4
Harmonica	1	14
Jews Harp	1	3
Mandolin	3	1
Organ	30	8
Piano	80	4
Ukelele	2	
Violin	2	

Of these 6 played piano besides an additional instrument; 2 played organ besides an additional instrument; 2 played piano and organ besides an additional instrument.

TABLE XIV

DISTRIBUTION OF THE FAVORITE TYPES OF SONGS SUNG BY THE PUPILS (1)

Types of Songs	Number of Choices
Christmas Carols	252
Cowboy Songs	360
Folk Songs	418
Gypsy Songs	10
Hillbilly Songs	10
Hymns	22
Mexican Songs	2
Mother Goose Songs	36
Operatic Songs	3
Patriotic Songs	452
Popular Songs	112
Spirituals	1

(1) 40 - none listed.

CHAPTER V

SUMMARY OF THE FINDINGS

The investigator found that there are seventy-one rural schools in Rutland County, of which sixty-seven are one-room while four are two-room schools. For this study, forty-four one room and four two-room schools located in nineteen different towns were selected because these schools are representative of the rural schools not only of Rutland County but of the entire State of Vermont. The total enrolment in these schools consist of seven hundred sixty-one students, of whom four hundred four are boys and three hundred fifty-seven are girls, ranging from the minimum chronological age of five years to a maximum of sixteen. Although the minimum age for beginners is six years, in a certain few cases, exceptions have been made so that a few five-year olds are admitted. In cases where there exists a small enrolment, these exceptions are usually operative.

One of the rural schools in this survey is thirty-three miles distant from the Normal School while the nearest is four miles away, with the average distance separating the Normal School from the rural schools is approximately eighteen miles. The connecting roads consist of three varieties:

cement, blacktop, and dirt roads. The average number of miles of cement road available for all the rural schools is approximately seven miles; for the blacktop variety is five miles; and for the dirt road, the available mileage is approximately three miles. This mileage is significant because with the exception of twelve schools in this survey, - schools number 9,17,18,31,32,33,37,38,39,45, and 47, - all the rural schools can be reached by an automobile during all seasons of the year. The schools included in the exceptions above can be reached by auto easily with the exception of about three weeks during the Spring of each year when the roads may be impassable for an automobile but are accesible by horse and wagon.

Of the forty-eight schools used in this survey, twelve were rated as "Superior", seventeen as "Standard," and nineteen were "Not Rated." There were fifty-two rooms in these forty-eight rural schools ranging from four grades as the minimum number in any single school to eight grades as the maximum number of grades in a single school. There were fifty-one women-teachers and but one man-teacher in these fifty-two rooms. This female personnel factor is probably due to the small salaries that are not sufficient to attract a man-teacher, even though he is youthful and inexperienced. All but a single teacher are residents of the State of Vermont, probably again due to salary factors. All the teachers with the exception of one were graduated from

approved high schools. Of the total number of teachers, fifty-one reported relative to their educational qualifications. Of these fifty-one teachers reporting, twenty-six were graduates of a two-year Normal Course, eighteen were graduated from a three-year Normal Course; six were graduates from Colleges; and one was a graduate of the summer sessions from a recognized College. These educational qualifications are very significant in that they indicate that these rural teachers are well prepared in comparison to the minimum standards for such teachers in the United States.

The experience in teaching ranged from one-year beginner to the veteran of thirty-one years of actual rural school teaching experience with an average of 7.6 years for the group of teachers. This turn-over is very small but probably can be attributed to the fact that so many of these teachers are local residents who have strong ties that retain them in their local communities. There is the usual musical range of voice among these teachers as twenty-nine reported as "Soprano;" twelve as "Alto;" nine as "None," meaning that this group did not possess true pitch; and one was a "Baritone." Twenty-eight of the teachers reported various degrees of skill on the piano; two reported as being able to play an organ; two with some skill on the banjo; two play the violin; one plays the drums; one the guitar; one the cornet; and eighteen do not play any musical instrument. These fifty-one teachers report that they devote an approximate average of sixty-one

minutes each week to Music with the minimum amount being ten minutes in one school to one hundred fifty minutes as reported in two schools.

Of the forty-eight rural schools reporting, thirty-five have electricity available while thirteen do not. The absence of this source of power may handicap some teachers in the use of electrically powered musical devices such as the radio but to supplant these deficiencies there are available battery-powered instruments. However, the expense of renewing these batteries in addition to the initial expense may prohibit their use in many schools.

There are twenty-nine radios available in these forty-eight schools. Of these five are furnished by the School Board from local taxation; five are furnished by the pupils themselves; sixteen are supplied by the teacher (one of these machines was badly broken); two are furnished by the Parent Teachers Association; and one radio is furnished by the Mothers Club.

Of the thirty-six phonographs available, twenty-six are supplied by the School Board from local taxation but six of these machines were badly broken at the time of the survey; five are furnished by the pupils; and five by the teachers themselves.

In fifteen schools reporting as being supplied by the School Board with phonographic records, the minimum number was four records and the maximum number was thirty with an

average of approximately eight records. In some instances, the School Board had supplied a limited number of records but some other agency had supplied the machine for their reproduction. Three teachers reported as having supplied nine records for use at their schools. Fifteen schools reported that the pupils furnished an average of eleven records for use, while one school reported that the pupils supplied a minimum of five records and another school reported forty records as being supplied by the pupils.

Relative to the number and types of musical instruments available, fifteen pianos were reported as being supplied by the School Board; eighteen organs as being the property of the school; the instruments for eight rhythm bands were supplied by the School Board and two other schools possessed rhythm bands but the instruments were supplied by the teachers and the pupils; and then harmonicas, guitars, and violins were furnished in a few instances by the pupils.

The survey disclosed that there were a diversity of musical entertainments during the past year. There were thirty-one instances of musical entertainments for "Special Days", which included such events as Christmas, National Holidays, Parent Teachers Association Meetings, and Mothers Clubs. There were fourteen instances where morning exercises constituted the main musical exercises; two schools reported that they did folk dancing; two sang duets and solos; two had class singing; one staged a minstral show, one had a musical festi-

val, and three schools in cooperation staged an operetta, while only one school reported that they did not have any musical entertainment during the past year.

Of the forty-eight rural schools reporting, forty-three said that there were no musical organizations in their communities; one school reported that there was a Town Band and a High School Orchestra in the Community; one school said that this community also had a High School Orchestra; and two schools were enthusiastic about a Graded School Band which was a Town project. Thirteen schools did make some use of the Federal Music Project while thirty-five reported as not having utilized the resources of that excellent project during this past year. Only seven rural schools reported that any music supervisor was available to the teachers while forty-one did not have such assistance.

In the important factor of song books, this survey disclosed that fourteen sets of books were supplied the pupils. That is, in fourteen different schools, each pupil either had a copy of a suitable song book or two students were able to use the same book. Two schools reported no books being available for the students. Twenty-one schools reported that they could use the Town Library while nine schools had a City Library available. Thirty-seven of the schools supplied the teachers with supplementary singing books ranging from one in number to a maximum of five singing books for the use of the individual teachers.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions Of This Study

From the data presented in this survey the investigator has drawn the following conclusions:

1. That the average enrolment of approximately sixteen students shows that the rural areas of Rutland County seem amply supplied with elementary schools. In fact, in few instances, recommendations for closing the schools have already been submitted to the proper authorities due to a too limited enrolment.

2. That seventy-five per cent of the rural schools can be reached by automobile throughout the year while the remainder are easily accessible by foot or horse. Therefore, the problem of transportation is not prohibitive.

3. That there is great opportunity for improvement by way of buildings and equipment as shown by the fact that only twelve or twenty-five per cent of the rural schools in Rutland County are ranked as "superior", by the accrediting authorities of the Department of Education of the State of Vermont. Although seventeen are rated "standard", there are nineteen that have not attained a level worthy of any rating.

4. That the rural schools of Rutland County are staffed by an experienced and well-trained group of teachers. In this report this County excels the standards of most rural areas. The entire staff with only a single exception are residents of the State, there is a possibility of enhancing the danger of an "inbreeding of intellect," which might be an impediment to progress. There is a decided dearth of male teachers, since there is included only one man among the fifty-two teachers in the survey.

5. There is an insufficient amount of equipment for the teaching of music in the rural schools as shown by the scarcity of radios, victrolas with accompanying records, instruments and books. The largest percentage of such equipment has been furnished by the teachers or the pupils themselves.

6. That with an apparent lack of equipment for proper instruction, the music programs have been mostly incidental, emphasizing programs for "special days" rather than actual instruction in and appreciation of good music.

7. In keeping with this point, it is concluded that the teaching staff is well qualified educationally but not musically. It is evident, therefore, that music has not been sufficiently stressed as an elementary but necessary requirement for teaching in the rural schools.

Recommendations Of This Study

From the findings of this survey the following recommendations are made:

1. That greater emphasis be placed upon the teaching of music in the rural schools because, "Children whether they live in rural or urban areas are alike the world over, they love to do the same things their friends and relatives are doing, they are alive, eager, exploratory. They hate the monotony that is a result of daily routine, so why differentiate between rural and urban school music?"[1] To carry out this principle the following four catagories can assist and contribute to the improvement of music instruction in the rural schools of Rutland County.

2. The State Department of Education of the State of Vermont might secure a County Music Supervisor to assist in improving the music programs in the rural schools. One half of the salary to be paid by the State of Vermont and one half by the County of Rutland on a per capita basis from each school area.

3. The local Boards of Education assist by:

(a) supplying more adequate equipment by way of radios, victrolas, records, musical instruments and books; (b) demanding that a limited amount of musical ability be requisite for

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1. Bicking, Ada. High and Low Spots in Rural School Music Educators National Conference, Yearbook 1934, pp. 206-207.

the position of teachers; and (c) recognizing this musical ability by paying an additional amount in excess of the regular salary of teachers.

4. That the Normal School provide: (a) extension courses for the rural teachers; (b) a circulating library of instruction books, rote song books and community song books; (c) a suggested list of records for rural schools to purchase at a minimum price as well as a list of song books; (d) a portable victrola for student teachers to use in rural schools when student teaching, as well as a set of rhythm band instruments to be used in the same manner; (e) a free service from the Music Department of help and suggestions to teachers in service who desire such help; (f) musical groups from the Normal School who could give programs in some of the rural schools and bring to these children a new experience; (g) a suggested list of music books both for the pupils and teachers to be placed in the public libraries in rural communities, so that the pupils and teachers in such areas may have access to them; (h) that a Chautauqua be held at the Normal School to which free attendance for all rural inhabitants would be welcomed. The expense of this musical would be born by the State as its integral part in emphasizing the importance of music upon its people. "One can give a child nothing that will make him a better citizen, a better parent, a better representative of his community than to give him an appreciation of music. But this music must be the music that appeals to him in the environment

in which he lives. Do not get above him, do not get away from him, but all the time keep with him."[2]

Because of the investigator's survey a better plan of course in the Music Department of the Normal School can be planned as the investigator now personally knows the existing conditions in these rural areas.

5. Other local agencies are: (a) Superintendents who could suggest that some of the rural teachers' meetings be devoted to music where helpful suggestions might be given to the teachers. A round table discussion with questions and answers might be most helpful; (b) Superintendents ask their teachers to schedule and plan music periods as definitely as they do the rest of the school program. The songs chosen should fit rural life, and music should be correlated with the other subjects, so as to widen the child's knowledge; (c) the Federal Music project has much to offer and greater use should be made of its musical facilities; (d) in the Vermont School Journal a round table music section might develop interest in music teaching and give teachers personal help; (e) study clubs might be organized by the rural school teachers for the purpose of self-improvement in the matter of music teaching and appreciation. Music specialists might be invited to speak at some of these meetings.

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2. Driver, L.L. Music Education in Rural Communities. Music Educators National Conference, Yearbook 1932. pp. 231-233.

County festivals or festivals of different rural schools in each district could be presented. These create good fellowship and friendly cooperation, two things of which the world is greatly in need. A district festival might be held at the Normal School with the students participating with the rural children.

Rural school choirs could be organized and appear at Grange meetings, as well as Parent Teachers' meetings. These serve to bring the support of the Community. "School music if properly conducted takes care of the school, home, church and all public gatherings, where music is needed and thus becomes a vital force for the developing and fostering of community life and spirit which is the basis of a social life and contented people."[3] At Parent Teachers' Association meetings and school programs the audience and pupils might unite in songs and folk dancing. Greater emphasis might be placed upon community singing.

The radio makes possible many an hour of delightful family enjoyment if the parents and children know the broadcasts of good musical programs. The programs could be suggested in the school carrying over into the home. The children could be encouraged to report in school as to the

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3. Carter, Charles M. School Music Functioning in The Life of The Rural Communities. Music Educational National Conference, Yearbook 1933, pp. 134-136.

programs listened to at home. Longfellow said, "show me the home where music dwells and I shall show you a happy, peaceful and contented home."

In the State Course of Study in Music recently published, rural school music is given an important place and many helpful suggestions as to teaching procedures as well as suggested materials for the rural schools are offered. This course of study should be of great value to the teachers in rural areas.

"If the next generation is to become music minded, then this generation must receive more attention than is being given it now. There is at present no field that can offer so great a challenge or provide as broadening, interesting and enriching experiences or produce as far reaching results as this field of rural school music."[4]

There follows herewith in Table XV and its interpretations, some definite suggestions on musical equipment for a superior or standard rural school.

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4. Hood, Marguerite V. Teachers Training to Organize Music Classes in Rural and Small Town School, Music Educators National Conference, Yearbook 1933, pp. 211-215.

TABLE XV

MUSICAL EQUIPMENT FOR A SUPERIOR OR STANDARD RURAL SCHOOL

INSTRUMENTS	BOOKS	RECORDS	MISCELLANEOUS
Piano	A set of some good music series for pupils' use [1c]	Two or three with songs to be taught by rote	Pitch pipe [1j]
or	Teacher's manual to accompany series in use [1d]	One or two for rhythmic work	Staff liner [k]
Organ	One or two, rote song books for the teacher's use [1e]	Two or three of descriptive music	Chart of illustrated orchestral instruments [1]
Victrola [1a]	One or two books on music appreciation [1f]	Two or three music of the masters	Music paper [m]
Rhythm Band Instruments [1b]	A set of community song books [g]	Two or three operatic selections	
Radio	A book of singing games and folk dances [h]	Choice of ten records [i]	

In this Table XV, the Arabic numeral "1" indicates the minimum essentials, and the small letters indicate the approximate cost of equipment.

a. Fifteen dollars
b. Five or six dollars
c. It depends upon the number of pupils, possibly five or six dollars
d. One dollar
e. One or two dollars
f. Two or three dollars
g. Two or three dollars
h. One dollar
i. Five or six dollars
j. Fifty or seventy-five cents
k. Twenty-five cents
l. Ten cents
m. Thirty-five cents

MINIMUM ESSENTIALS OF MUSICAL EQUIPMENT FOR A SUPERIOR OR STANDARD RURAL SCHOOL IN VERMONT.[1]

1. The number or amount of equipment necessary for each school will depend upon the number of students, the type of material selected, and available finances, but it is strongly recommended that all such expenditures be met by the local Board of Education.

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